

Lean Week Events

April 1, 2019 – 12:00PM – Room 208C

Critical Thinking – Chuck Bagley, Ed.D. – Bureau of Education and Training

“The ability to assess your assumptions, beliefs and actions!”

- **Recognize assumptions:** Assumptions are statements that are implied to be true in the absence of proof. It is very easy to sit through a presentation and assume all of the information is true, even if no evidence was given to back it up. Recognizing assumptions allows you to distinguish fact from opinion and sift out the relevance of the facts you are presented with. Identifying assumptions helps to discover information gaps, as well as enrich your view of issues. Once recognized, assumptions should also be examined through the eyes of different people (perspectives).
- **Evaluate arguments:** Arguments are defined as assertions that are intended to persuade someone to believe or act in a certain way. The ability to evaluate arguments is a key part of critical thinking. This ability consists of analyzing assertions objectively and accurately. There are patterns to “bad” arguments, and this part of the RED Model teaches you to recognize the tendency to look for and agree with information that confirms prior beliefs (known as a confirmation-bias). A key role in the evaluation of arguments is recognizing and separating out emotion, as high emotion clouds objectivity.
- **Draw conclusions:** This deals with arriving at conclusions that logically follow from the evidence available to you. People who possess this skill do not inappropriately generalize beyond the evidence. Furthermore, they will change their position when the evidence warrants doing so. They are often characterized as having “good judgment” because they typically arrive at a quality decision.

Chuck grew up in New Hampshire avidly enjoying the outdoors and working school around that passion whenever possible. Pursuing this passion academically, he acquired an associates in forest technology from UNH’s Thompson School and a bachelor’s in forest resource management from Central Washington University in Washington State.

He has worked on fire crews, timber crews, and water quality and soil conservation projects in the Pacific Northwest. His experience with the Washington Agriculture and Forestry Leadership Program sharpened his skills in facilitation along with his experience at UNH’s Browne Center, BU’s Sargent Camp, natural resource planning, community facilitation and workplace training. Chuck’s other great passion is learning about learning. In pursuing optimal learning, Chuck received a master’s in adult learning and development and a CAGS in the neurodevelopmental approach to teaching. He’s taught a variety of topics at the undergraduate and graduate level as well as English to refugees and created several faculty development programs.

He recently completed a doctorate in education focusing on facilitating the development of effective learning practices. Chuck currently teaches the Yellow Belt, Green Belt and Black Belt certification courses for the NH Bureau of Education and Training

April 2, 2019 – 12:00PM – Room 208C

A3 – Tom Guertin & Dan Hrobak, NHDES

A3 Problem Solving is a problem solving approach that uses one sheet of A3 sized (~11"x17") paper to document the learning, decision making, and **planning** involved with solving a problem. The A3 approach facilitates **communication** with people in other departments and provides structure to problem-solving so as to maximize results. The 7-Step A3 process includes:

1. Identifying the problem
2. Understanding the current situation/state
3. Developing the goal statement
4. Performing root cause analysis
5. Determining countermeasures
6. Creating a countermeasures implementation plan
7. Checking results – confirm the effect
8. Updating standard work

During this presentation, there will also be a discussion of Tom's Lean Black Belt Project: the Permit Dashboard. Tom created a working model of a visual management system to identify how long it takes to process permit applications and whether they are meeting statutory guidelines. The presenters will explain how the A3 problem solving methodology can be used to work this problem and how it can be used for many other common processes.

April 3, 2019 - 1:00PM - Room 208C

Mr. Potato Head “Plan-Do-Study-Act” Event – Tyler Brandow, MPH, LSSBB, Dept. of Health & Human Services

Assemble Mr. Potato Head figures and learn about process improvement.

- Participants will understand concepts of Lean Process Management including “waste”, non-value added work, elimination of non-value added tasks in a work process, role of “the system” in quality, and importance of team based care.
- Participants will understand steps in a Plan-Do-Study-Act (PDSA) cycle.
- Participants will understand that with small changes in system, both quality and efficiency can be improved.
- Participants will understand the concept of Standard Work
- Applying insights gained from this interactive and fun exercise, participants will be energized to bring new Quality Improvement skills and knowledge back to their clinical settings to begin or enhance improvement efforts.

April 4, 2019 – 12:00PM – Room 208C

Lean for Leaders – Suzy and Easterling-Wood (NH Hospital) & Colin Capelle (P-Card Program)

You are a manager. Your employees ask if they can spend time using Lean. Do you allow them to? They are asking because they recognize that there is something very wrong in the process and they think they have the solution. And, who better to improve the process than those working within it. The critical role of management in a lean company is to motivate and engage large numbers of people to work together toward a common goal. Come learn more.